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ABSTRACT

This report contains standards of the Missouri School Improvement Program that outline the state's vision and expectations for quality schools. The expectations are nonprescriptive to allow each school district the flexibility and responsibility to provide quality education. The standards are presented in three sections: resource standards, process standards, and performance standards. Resource standards concern the basic quantitative requirements that all districts must meet. Some standards are required at the same level for all districts; others can be adjusted for the situation. Process standards concern qualitative dimensions of schooling, including curriculum, instruction, instructional climate, learning resources, guidance and counseling, professional development, special programs, governance and administration, facilities, and safety and support services. Process standards are assessed through onsite review. Performance standards include three areas--student achievement, educational persistence, and student followup--that are applied to all schools. Information on these standards is collected annually and analyzed as a part of the ongoing monitoring of school district quality. (JPT)

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THE MISSOURI SCHOOL IMPROVEMENT PROGRAM: MISSOURI'S INVESTMENT IN THE FUTURE

Standards and Indicators Manual (1993-94 School Year)

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MISSOURI SCHOOL IMPROVEMENT STANDARDS

Introduction

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

This document of standards lays out the state's **vision** and **expectations** for a **quality school**. Expectations are described in a nonprescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. It is against these standards that judgments will be made about the quality of district programs and what steps need to be taken to move to the highest level of excellence.

The standards are organized in three sections, **Resource Standards, Process Standards** and **Performance Standards**. In general, the **Resource Standards** are concerned with the basic requirements that all districts must meet. They are generally **quantitative** in nature. Some standards are appropriate for all districts, e.g., "A kindergarten program provides access for all children meeting the statutory age for a minimum of 522 hours during a minimum of a 174-day term." Other standards, such as those that deal with curriculum offerings, need to be tailored for districts in different contextual settings. Here, multiple criteria are used comparing the district with "minimums" determined by the State, "norms" for districts of similar size and what is deemed "desirable" as determined by research and/or professional judgment.

Districts may submit alternative program options in lieu of existing Resource Standards. Proposals may be submitted to the Missouri Department of Elementary and Secondary Education for approval.

The **Process Standards** are concerned more with the **qualitative** dimension of schooling and include standards on Curriculum, Instruction, Instructional Climate, Learning Resources, Guidance and Counseling, Professional Development, Special Programs, Governance and Administration, Facilities and Safety and Support Services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an onsite review by a team of trained observers.

Performance Standards include three areas of Standards which are applied to all schools. The standards against which all school districts will be assessed include student achievement, educational persistence and student follow-up. Information on these three sets of standards is collected annually and analyzed as a part of the ongoing monitoring of school district quality. Districts will also identify areas where they wish to set goals and work toward improving student performance.

MISSOURI SCHOOL IMPROVEMENT STANDARDS
RESOURCE STANDARDS

Resources alone do not represent a quality educational program. Without them, however, educational programs of desirable quality are unlikely. Resources provide the buildings in which schooling takes place, the professional and support staff necessary to operate schools, and all the instructional materials and apparatus necessary to implement a curriculum. Although resources must be variable to address the diverse needs of the students and the community, the resource standards describe the basic programs, staffing patterns and resources that should be present in every Missouri school district.

PROGRAM OF STUDIES

1.1 Prekindergarten - A program of parent education and screening which conforms to the published minimum standards for the Early Childhood Development Act is provided for all parents and their children from birth through entry into kindergarten.

The district has established policies, procedures and standards for providing "readiness" assessments for early entry into kindergarten as required by Section 160.053, RSMo.

1.2 Kindergarten - A kindergarten program provides access for all children meeting the statutory age for a minimum of 522 hours during a minimum of a 174-day term.

Each kindergarten student receives regular instruction in subjects in accordance with a locally adopted schedule, except that kindergarten students in half-day programs receive 25 minutes of instruction each week in art, music and physical education.

1.3 Grades 1-6; (1-8 self-contained) - Each student receives regular instruction in the following subjects based on students' needs and in accordance with a locally developed schedule adopted by the local board of education:

Language arts (Reading, writing, speaking, spelling and listening)
Mathematics
Science
Social Studies
Comprehensive Health (including specifically, drug and alcohol abuse prevention education and AIDS education)

Each student receives regular instruction in the following subjects for at least the amount of time specified:

Art	50 minutes a week
Music	50 minutes a week
Physical Education	50 minutes a week

1.4 Junior High/Middle: (Grades 5-9) - Language arts, mathematics, science and social studies are scheduled and taught for at least 900 minutes EACH week in the aggregate.

Physical education, health (including drug and alcohol abuse prevention education and AIDS prevention education) and safety education are taught to all students at all grade levels in one of the following arrangements:

a. Physical education at least 2 periods each week; health/safety at least 1 period each week.

b. Physical education and health/safety combined at least 3 periods each week.

c. Physical education at least 2 periods each week; health/safety clearly and identifiably taught in other required courses.

d. The equivalent of one of the three above options adjusted to allow for block or semester scheduling.

Art and music are scheduled and taught so that all students have access to them for a minimum of 1,500 minutes each year.

At least 4 additional courses are available (e.g., speech, agriculture, home economics, industrial technology, foreign language, computer literacy, developmental reading) based on students' needs and interests. Each class is taught for a minimum of 1,500 minutes each year.

Each student in seventh grade or above receives instruction in the United States and Missouri Constitutions, history and institutions as required by Section 170.011, RSMo.

1.5 High School - Each high school has a current minimum offering of 40.5 units of credit with sufficient sections in each subject and course to meet the needs of all students in grades 9-12 and to be distributed as follows:

	MINIMUM STANDARD	*DESIRABLE STANDARD*
English/Language Arts/Communication	6.0	10
Foreign Language (Must include 2 units of one language.)	2.0	4
Social Studies (Minimum must include 1 unit each of American History and World History, 1/2 unit or equivalent of government; Desirable must also include 1/2 unit geography.)	5.0	6
Mathematics (Minimum must include Algebra I and 2 units from Algebra II, Geometry, Trigonometry, Calculus and Math Analysis; Desirable must include 3 units from above list.)	4.0	6
Science (Must include Biology, Chemistry and Physics.)	4.0	6
Fine Arts (Must include both Art and Music.)	2.0	6
Vocational Education (Must include a broad range of offerings that lead to employment or related post-secondary education and are based on students' needs and interests. Four occupational program areas must be offered.)	12.0	20
Physical Education	1.0	2
Health	0.5	1
Practical Arts (Includes courses other than those defined as vocational education and nonvocational courses which provide practical experiences for students; e.g., Driver Education, Computer Literacy.)	4.0	8
TOTAL	**40.5**	**69**

For purposes of counting credit under this standard, repetitive classes such as Band, Chorus, Glee Club and Physical Education (unless clearly differentiated) will count as one (1) unit of offerings.

The district must document compliance with Section 170.011, RSMo, which requires all students to receive regular instruction in United States and Missouri Constitutions,

history and institutions and to pass a test over those subjects. Students are also required to pass a course the equivalent of a semester in length on federal, state and local government.

The district must document how it is providing comprehensive health instruction, including, specifically, drug and alcohol abuse prevention education and AIDS prevention education to all students at every grade level.

The district may meet any course requirements by providing opportunities for all interested students to attend a high school and/or area vocational school in a neighboring district or by participating in other approved delivery systems. The sending school district must pay tuition and/or the cost of providing the service and any transportation costs necessary for student participation.

In three-year high schools (grades 10-12), the curricular offerings at grade 9 may be added to the offerings in grades 10 to 12 to meet the curriculum requirements.

Courses may be offered through approved distance learning technology.

Two advanced courses in any subject area may be offered on an alternate-year rotation where small enrollments make it impractical to offer every course every year and when a clear written rotation schedule is provided. Alternating courses do not count toward the 40.5 unit minimum course offering standard.

The board of education has adopted regulations and procedures to implement the minimum graduation requirements as adopted by the Missouri State Board of Education and included in Appendix A.

CLASS SIZE

2.1 Class Size - Class sizes in all categorically-funded programs (Chapter 1, special education) must meet the class-size standards for that program. Classes in performing groups and physical education may enroll more students if instruction and facilities permit.

	MINIMUM STANDARD	*DESIRABLE STANDARD*
K-2	25	20
3-4	27	22
5-6	30	25
7-8	33	28
9-12	33	28

A 1/2 FTE aide may increase class size 1-5 students;
1 FTE aide may increase class size 6-10 students.

PROFESSIONAL SUPPORT STAFF

3.1 Library Media Staff - Certificated librarians and/or media specialists are employed and assigned consistent with the following student ratios:

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

Each library media center (LMC) is staffed at all times by a certificated librarian, a media specialist or a trained paraprofessional working under the direction of a certificated librarian or media specialist and meets the *Media Standards for School Learning Resource Centers* in Appendix B.

3.2 Guidance and Counseling Staff - The guidance and counseling program in each school attendance center is implemented by a certificated counselor and sufficient other staff to ensure that the program is effectively implemented. Counselors are employed and assigned consistent with the following student/staff ratios:

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-100	.20	1- 75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

3.3 School Health Services - The district provides a program of health services to all children which includes maintaining required records; ensuring compliance with state health laws and regulations; providing or training others to provide first aid; providing health, sensory and developmental screening on a continuing basis; and supporting the district's comprehensive school health curriculum.

ADMINISTRATIVE SUPPORT STAFF

4.1 Superintendent - Except as set out below, each board of education employs a superintendent of schools who possesses a valid Missouri superintendent's certificate (or, in the case of elementary districts, an elementary principal's certificate) and who is assigned to serve full-time as the chief administrative officer of the district.

Two (2) adjacent school districts, each of which employs twenty-five (25) or fewer professional staff members and at least one (1) of which is provisionally accredited or accredited, may share a superintendent who possesses a valid Missouri superintendent's certificate and who serves full-time as the chief administrative officer of both districts.

For a period of one year only, any two (2) adjacent districts, at least one (1) of which is classified provisionally accredited or accredited, regardless of the number of professional staff members employed, may share a superintendent. Any (2) such districts, one (1) of which employs more than twenty-five (25) professional staff members, and which wish to share a superintendent for more than one (1) year shall obtain prior approval of the State Board of Education.

A superintendent of schools in a district employing twenty-five (25) or fewer professional staff members and who holds a current, valid Missouri superintendent's certificate may serve as the secondary principal, the elementary principal, or both, regardless of certification as a principal, in addition to serving as the chief administrative officer of the district.

4.1 A Associates/Assistants to the Superintendent - Local boards of education in districts employing more than one hundred (100) full-time professional staff members shall employ one (1) full-time professional assistant to the superintendent and one (1) additional full-time professional assistant to the superintendent for each additional one hundred (100) full-time professional staff members. Associate superintendents or assistants to the superintendent who are responsible for any phase of curriculum or instruction must hold valid Missouri teachers' certificates.

4.1 B Elementary Administrators - Elementary districts follow the ratio for principals when employing elementary administrators.

4.2 Principals/Building Administrators - Each attendance/administrative unit is under the administrative direction and instructional leadership of a principal who possesses a valid Missouri principal's certificate for the level to which assigned. Certificated principals and assistant principals are employed and assigned consistent with the following student/staff ratios:

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-100	.25	1-300	1.00
101-200	.50	301-375	1.25
201-300	.75	376-450	1.50
301-500	1.00	451-525	1.75
501-600	1.25	526-600	2.00, etc.
601-700	1.50		
701-800	1.75		
801-1000	2.00, etc.		

4.3 Vocational Directors - Area vocational schools employ a full-time vocational director who possesses a valid Missouri vocational director's certificate. Schools which have more than a daily full-time equivalent enrollment (secondary and/or adult) of 500 students employ an assistant vocational director or an adult supervisor who holds an appropriate Missouri certificate. Vocational directors are employed and assigned consistent with the following student/staff ratios:

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1- 500	1.00	1-300	1.00
501- 600	1.25	301-375	1.25
601- 700	1.50	376-450	1.50
701- 800	1.75	451-525	1.75
801-1000	2.00, etc.	526-600	2.00, etc.

4.4 Special Services Director - The superintendent may assign a professional to assume responsibility for the direction, coordination and supervision of the district's special education program. To claim state or federal aid for such personnel, special education administrator certification is required.

CERTIFICATION/PLANNING TIME

5.1 Teacher Certification - All administrators and teachers must be certificated in accordance with the standards in Appendix C.

5.2 Planning Time - Each Full-time Equivalent (FTE) classroom teacher, including kindergarten teachers, has a minimum of 250 minutes of scheduled planning/conference time during each school week. It is desirable to have 50 minutes of planning time each day.

PROCESS STANDARDS

The Missouri School Improvement Standards (printed in bold type) will be applied to each school district in the state. School districts will use these standards to evaluate their educational processes and to make plans for district-wide improvements. Each standard may be met in a variety of ways at the local district level. Some of these ways are described by the indicators (or descriptors) which follow each standard. Districts may also meet these standards through the use of indicators other than those described. In the assessment process, a team of educators will validate the efforts a district has made to achieve the objectives which are embodied in the standards. This evaluation will concern the relevancy of the district's efforts and achievements to the stated standards.

Some indicators have been identified as starred (*) indicators. These indicators should always be addressed in the written review report and will be utilized in determining the degree to which the district is meeting the intent of the standard. Relevant information in relation to non-black-dot indicators should also be included in the report.

CURRICULUM

6.1 A The district engages in long-range planning to assess the educational needs of the community and develops strategies for addressing anticipated needs through the curriculum.

* 1. The planning process involves staff, parents, members of the community and students.

6.1 B The district has written curriculum for all programs and services which addresses identified needs and which is congruent with the district's mission and philosophy.

* 1. General goals (outcomes) for graduates are identified in each subject area (i.e., English/language arts, math, science, social studies, fine arts, physical education, vocational/technical education).

* 2. The curriculum for each subject area and/or individual course is in written form and formally adopted by the board.

* 3. The written curriculum for each subject area and/or individual course includes at least: a rationale which relates the outcomes to the district's philosophy; a general description of subject or course content; and, specific measurable objectives (learner outcomes).

* 4 The curriculum is articulated through the grade levels to assure continuity of learning, practice, reinforcement, and extension of knowledge, skills and competencies.

5. The written curriculum guides provide expanded support for teaching by including features such as performance standards, unit organization, suggested teaching methods and available teaching resources.

6.1 C The curriculum is implemented, monitored, evaluated and revised regularly based upon its effectiveness and changing student needs.

* 1. The written curriculum guides are utilized by staff planning the instructional program and in the delivery of educational services.

* 2. Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.

* 3. Administrators provide direct leadership and support in the development, implementation, evaluation and revision of curriculum.

* 4. Staff responsibilities for curriculum development activities are identified.

* 5. Resources are provided for curriculum development, evaluation and revision.

INSTRUCTION

7.1 A Subject and/or course outcomes, assessment methods and expected performance standards are shared with students and parents prior to instruction and at appropriate times in a form they can readily understand.

7.1 B Classroom instructional strategies and techniques are relevant to the curricular objectives (outcomes) and based on research on student learning.

* 1. Varied instructional strategies are used in the classrooms to address all major learning modalities and individual differences in rates of learning.

* 2. Learning is monitored carefully, and instructional strategies are adjusted continuously to more effectively meet students' learning needs.

* 3. Teachers can illustrate or describe instructional adjustments designed to meet the special needs of students.

* 4. Students consider instruction relevant and meaningful.

7.1 C Staff members continuously monitor student progress toward stated objectives (learner outcomes) and frequently provide students and their parents information about student performance in relation to the objectives (learner outcomes).

* 1. Staff members monitor student progress toward stated objectives (learner outcomes) in a frequent, organized, ongoing manner.

* 2. Varied methods are utilized to assess and monitor student progress.

* 3. Formal and informal procedures are implemented to provide students and their parents regular and frequent updates regarding students' progress toward mastery of stated objectives (learner outcomes).

4. Affective objectives (learner outcomes) are assessed in variety of ways (attitude scales, self-concept measures, discipline reports and observed student behaviors), monitored and reported.

5. Students' ability to integrate and apply knowledge is assessed and monitored in addition to traditional knowledge and skills.

7.1 D Regular classroom teachers coordinate activities with teachers in special/support programs (compensatory education, special education, gifted, etc.).

* 1. Coordination among staff helps to assure that students receive appropriate instruction, review and reinforcement in both the regular and special class settings.

* 2. Regular classroom teachers are knowledgeable about the philosophy, objectives and procedures of special/support programs.

3. Regular classroom teachers are actively involved in the screening, assessment and identification of students who have physical, social, emotional, mental and academic characteristics requiring specialized educational programs.

7.2 **<u>Assessment (Curriculum and Instruction)</u> - The district implements regular and systematic procedures for assessing the effectiveness of curriculum and instruction. At least annually, the board of education reviews test results and other indicators of student learning, considers recommendations and takes appropriate action to ensure that the curriculum and instruction improve in effectiveness and efficiency.**

* 1. The district has implemented a board approved assessment plan which meets the minimum assessment requirements as defined in the *Assessment Standards for Missouri Schools* and includes the following:
- an individual responsible for coordinating the assessment program
- the names of assessments and the purposes for administering each assessment
- a description of how assessment results will be used and disseminated
- provisions for the inservice training of staff regarding the assessment program
- procedures for using assessment results to evaluate and improve instruction, the curriculum and individual student performance
- provisions for teaching test-taking skills

* 2. The district uses a variety of assessment data to evaluate its educational programs such as:
- achievement results
- placement rates in special programs
- attrition rates
- participation rates in co-curricular and extracurricular activities
- assessment of student attitudes and interests
- an evaluation of the school climate
- delineation of parent expectations
- follow-up data on all students terminating their experiences with the school, whether through graduation or through leaving school prior to program completion
- student attendance rate (ADA)
- student retentions, expulsions, suspensions
- employer satisfaction surveys

* 3. Student evaluation data for relevant subgroups are regularly examined. Assessment data for each group (or groups) of students are disaggregated, reviewed and analyzed to determine budgetary priorities and curriculum realignment or development.

* 4. The district has developed and implemented local policies to ensure test security.

* 5. All teachers receive and use information about the mastery levels of students in their classes from the previous year and/or from prerequisite courses.

* 6. The board of education regularly reviews indicators of student learning to ensure that the curriculum and instructional programs are effective in meeting the needs of all students, including standardized test results.

7.3 <u>Learning/Instructional Resources</u> - Each staff member and student has access to resources of the type and in the quantity needed to implement the curriculum of the school effectively.

* 1. Each student is provided the necessary consumable and nonconsumable learning materials.

* 2. Professional staff members have input into the selection of instructional materials for their appropriate areas.

* 3. Instructional materials, resources and learning activities are matched to objectives, student developmental levels and achievement. Instructional equipment is appropriate to the curriculum and up-to-date.

* 4. Appropriate instructional technology is available for students.

* 5. Instructional apparatus and equipment in all laboratories, resource centers and classrooms are maintained in good working condition.

6. Resources in the community are utilized to enrich the curriculum.

7. Procedures are in place for the periodic updating and replacement of instructional materials.

8. There are procedures for reporting and requesting repairs, and repairs are made promptly.

7.4 <u>Extended Learning Time and Alternative Delivery Systems</u> - The district consistently provides for extending the learning time through carefully constructed programs for all students.

* 1. The district provides for extending learning time and/or alternative delivery systems such as:
- planned homework assignments
- summer school programs
- full-day kindergarten
- zero-hour and/or extended day classes
- independent study courses
- credit through extension or correspondence study
- advance placement or dual-credit college courses
- academic and vocational off-campus instruction

* 2. The district has programs directed at increasing efficient use of learning time.

* 3. Alternative programs are initiated as the need warrants, evaluated for their effectiveness and utilization and provide both enrichment and remedial opportunities for students.

4. The school district provides more than the minimum days of instruction currently required by state regulation.

5. The district's daily hours exceed the minimum required.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

8.1 <u>At-Risk Students</u> - The district implements a system for continuously assessing the risk factors which affect each student's educational success. The district uses these assessment results to modify the curriculum and instruction in which the student is involved; the manner in which the district involves parents in the student's program; or the type and intensity of special services provided the student.

* 1. Procedures are in place to identify students at risk of educational failure at all levels.

* 2. Follow-up counseling and services are provided to those students who drop out in order to facilitate their re-entry in school and the completion of their education.

* 3. Procedures are in place for handling crisis situations involving students (using illegal drugs, attempting suicide, etc.).

4. The school, in conjunction with community resources, provides intervention programs to alleviate and prevent the physical and mental health problems which increase students' chances of dropping out of school.

8.1 A <u>Special Education for Disabled Students</u> - The district provides comprehensive services for all resident disabled children as required by the Individuals with Disabilities Education Act (PL:94-142) and Chapter 162, RSMo.

Refer to the monitoring report.

8.1 B <u>Compensatory Education Services</u> -The district provides compensatory education services to educationally disadvantaged students through a variety of means, including participation in state and federal programs, use of local resources and other arrangements which will meet their educational needs.

8.1 C <u>Migratory Services</u> - The school district systematically identifies migratory children and notifies the director of the regional migrant center or the state director of their presence and gives full access to all educational and related programs ordinarily provided all other children. (Applicable only in districts where migratory children are present)

8.1 D <u>English for Speakers of Other Languages</u> - The district systematically identifies and assesses the educational needs of students whose native or home language is other than English and provides appropriate programs to address these unique needs.

8.1 E **Homeless - The district identifies and assesses the educational needs of homeless children and youth; provides for placement in the school of best interest; grants school access to all students living in the district, regardless of the permanency of this residence; assigns staff person(s) to ensure the needs are being met; and, has identified policies that facilitate the removal of barriers to homeless students' education, which may include transportation, immunization, residency, records, and guardianship, and provide services as specified in the Stewart B. McKinney Homeless Assistance Act. (Applicable only in districts where homeless children are present)**

8.1 G **Substance Abuse - The faculty and staff have been trained in recognizing signs and symptoms of substance abuse (and other behaviors of concern) and have been trained in implementing the district's intervention strategies.**

8.1 H **Preschool - Preschool education is available to promote the development of appropriate skills, social adjustment and physical, emotional and mental growth of the child.**

8.2 **Gifted Education - The district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical and social maturity.**

* 1. Procedures are in place to systematically identify gifted students, grades K-12.

* 2. Gifted programs are designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms through all levels to ensure continuity as students progress through the programs.

3. Instruction, objectives and strategies are differentiated from those in the regular classroom.

4. An effective evaluation design is being implemented, and plans for a sustained effects evaluation are being developed.

8.3 **Vocational Education**

8.3 A **Vocational Education is an integral component of the district's educational program.**

* 1. The vocational education program reflects the assessed needs of students, the labor market and the community.

* 2. All students have an equal access to the full range of vocational education programs, services and activities.

* 3. Vocational education enrollment is representative of the total school population.

* 4. Students are provided appropriate support services to enter and succeed in the vocational education program.

8.3 B Competency-based curriculum have been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.

* 1. The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources.

* 2. An instructional management system exists for reporting student and class mastery of curriculum competencies.

* 3. The curriculum and instructional strategies have been developed which integrate academic and vocational competencies.

8.3 C Vocational student organizations are in place as intra-curricular instructional methods.

* 1. The vocational student organizations (VSO) program provides opportunities for all students to develop personal leadership skills, gain occupational competence and be involved in community and school service.

8.3 D Vocational education programs provide students with assistance in the transition to the workplace and/or continued education.

* 1. Work-site based educational opportunities are available including job shadowing, experiential education, cooperative education or apprenticeships.

* 2. Off-campus programs comply with policies established by the Department of Elementary and Secondary Education.

* 3. Articulation agreements have been implemented with postsecondary institutions.

8.3 E The district implements an accountability system to assess student progress and program effectiveness.

* 1. Performance measures and standards have been identified.

* 2. An evaluation based on performance measures and standards is conducted annually.

* 3. Evaluation results are used to improve the vocational education program.

8.4 <u>Co-curricular/Extracurricular Activities</u> - A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and is related to the philosophy of the district. The program includes curriculum-related clubs and organizations; intra- and inter-scholastic academic, fine and performing arts activities; and, intra- and inter-scholastic sports.

* 1. Opportunities are provided for student participation in a variety of activities and special interest clubs, including academic activities outside of the regular classroom.

* 2. A high proportion of the student population participates in extra-curricular and co-curricular student activity.

3. The student activities program provides students with an opportunity to develop leadership skills, assume responsibilities and exercise initiative.

4. Student activities are provided with qualified sponsors. The school's staff actively supports and cooperates with the student activities program.

5. The school board has established policies concerning the approval, coordination and supervision of fund-raising activities.

6. School extracurricular and co-curricular activities are instituted, evaluated and discontinued based on student needs and interests.

7. All extra-curricular activities are available to all students without discrimination on the basis of sex, national origin, race or disabling condition.

8.5 <u>Parent Education</u> - The district provides a wide array of opportunities for parents to learn about the intellectual and developmental needs of their children at all ages and varied opportunities to participate constructively in their children's education.

* 1. Parent education activities are provided as required by the Early Childhood Development Act.

* 2. Parent education is available to families of school age students, grades K-12.

3. The district provides educational programs and/or materials (parent handbooks, newsletters, etc.) to facilitate the parents' role in enhancing the student's education.

8.6 <u>Community Education</u> - The school district provides or arranges with other local groups, agencies and organizations to provide educational, vocational, recreational, cultural, enrichment and/or other services for the local community in accordance with the needs, interests and concerns of the community members.

* 1. The district provides access to school buildings for community education and community use in accordance with board policy.

* 2. The district cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program of studies designed to meet the continuing educational needs of the public

* 3. Information about community education programs is provided to the patrons of the district.

* 4. The district provides access to adult basic education (ABE), leading to the General Educational Development Test (GED) exam and a high school equivalency certificate, or basic literacy training for adults whose literacy level is inadequate for employment opportunities and goals (whether directly provided by the district or another agency).

5. An educational and administrative plan is developed and implemented to ensure the success of underserved groups (single parents, homemakers, displaced homemakers, disadvantaged and dislocated workers).

8.7 **<u>State and Federal Categorical Programs (i.e., Chapter 1, Title II, Chapter 2, Drug-Free Schools and Communities Act Programs, VIDEO, Incentives Grants, Parents as Teachers)</u> - The district complies with all provisions, regulations and administrative rules applicable to each program implemented.**

Refer to the State and Federal Monitoring Report

INSTRUCTIONAL CLIMATE

9.1 A The administrators and staff members provide leadership in establishing a positive climate for learning, understand and promote a focus on academic achievement.

* 1. The administration clearly defines and communicates the mission or purpose of the school.

* 2. The building administration is accessible and responsive to teachers, students and parents.

* 3. Staff members hold high expectations for teachers' teaching and students' learning.

* 4. Students, teachers and administrators report "academics" as the first order of business.

5. A majority of the administrator's time is devoted to activi[illegible]hich are designed to enhance student learning and effective teaching.

6. The administration has a thorough knowledge of research on effective instructional practices, is supportive of new and relevant ideas and encourages collaborative inquiry.

9.1 B The school climate is conducive to learning and emphasizes the capabilities of each student and the worth of all students.

* 1. Instructional time is protected.

* 2. Students' comments indicate a generally positive feeling about their school.

* 3. Attendance by students and staff is high.

* 4. The district formally and informally recognizes excellence in achievement of students and teachers.

* 5. Teachers accept the responsibility of reducing student failure and promoting student success.

* 6. Each student is given the opportunity to succeed in this school.

7. Student work is displayed in buildings and classrooms.

9.1 C A safe and orderly environment is provided.

* 1. The school is orderly; standards of conduct are understood by everyone and enforced consistently.

* 2. A written code of conduct specifies acceptable student behavior, discipline procedures and consequences. Behavior management policies are reviewed and revised periodically with staff, student and parent input. Staff, students and parents are aware of the codes of conduct and acceptable behavior standards.

* 3. Due process is followed for student suspensions and expulsions.

* 4. Students indicate they feel safe at school.

5. Students accept responsibility for their own behavior.

6. All faculty members have a defined responsibility for student conduct throughout the school.

7. Parents are involved in solving continuing student behavior problems.

9.1 D Multicultural and gender-fair concepts and practices are infused into the curriculum, instructional programs and all other school activities.

* 1. Concepts important in achieving race and gender equity and which increase students' understanding and appreciation of diverse cultures are incorporated into the district's curriculum.

* 2. Staff members have received training in recognizing cultural or gender bias in curriculum and instruction and incorporate multicultural and gender-fair language and practices.

* 3. Systematic criteria have been established, including multicultural and gender-fair concepts in the materials review process.

* 4. Learning resources, including tests and supplementary materials (posters, exhibits, instructional charts and displays), present realistic views of the diverse cultures in today's society.

5. The staff utilizes nonbiased language and does not exhibit gender, socioeconomic or ethnically biased expectations in student achievement.

LIBRARY MEDIA CENTERS (LMC)

10.1 A All LMCs in the district operate under written plans with objectives, planned activities and evaluative criteria.

* 1. The LMC written plan includes goals and objectives, short- and long-range planning and board-approved policies relating to library services.

* 2. The library media center plans are reviewed and revised at least annually based on evaluation findings and changing needs of students and staff. Staff and student information is used to evaluate the library services.

* 3. An LMC budget has been developed with input from the librarians and staff that reflects the curriculum needs of the district.

4. The needs of the students, faculty and school are reflected in the LMC planning process.

5. Reports on LMC resources and services are made periodically to the administration and other appropriate agencies.

10.1 B Adequate library media centers are readily available and accessible to students and staff.

* 1. LMCs are designed to encourage student use and are readily available to all students.

* 2. Each LMC is open for student and staff use during regular school hours and before and after school.

* 3. Student and staff use of the LMC is high and documented.

* 4. All materials are cataloged, classified and processed.

* 5. An electronic-based management system is in place or is being implemented or an alphabetically-arranged card catalog and a shelf list of holdings are maintained.

10.1 C Learning resources are available in sufficient quantity and quality to support the curriculum and have been selected jointly by the professional resource center staff and faculty.

* 1. Written procedures are in place for the systematic evaluation and review of the collection and equipment.

* 2. The LMC staff cooperates and works with curriculum committees to provide resources to support the curriculum.

* 3. The library media professionals and the staff collaboratively select library media center materials.

* 4. Students and teachers consider library materials and media materials adequate.

5. Library media centers utilize educational and informational technology to provide users access to external resources, (e.g., inter-school and inter-library loans, on-line databases, community resources and networking).

6. LMC instructional materials are evaluated periodically in terms of their adequacy for the students and programs of the school.

7. Provisions have been made to replace obsolete materials and worn-out equipment on a regular basis.

8. The staff is informed of newly-acquired materials available through the LMC.

9. A professional collection is available for the staff.

10.1 D The LMC provides materials and instruction in research skills and effective use of library resources.

* 1. Students receive instruction in current research skills and effective use of library resources.

* 2. The LMCs have curriculum guides which integrate teaching library/research skills with the district's overall curriculum.

3. Teachers and students use LMC sources in carrying out research projects.

4. Teachers use instructional strategies that promote greater student use of the LMC.

GUIDANCE AND COUNSELING

11.1 A A comprehensive guidance and counseling program is implemented in each attendance center and is considered an integral part of each school's total educational program.

* 1. The written guidance program contains a definition of the program and a statement of philosophy and objectives.

* 2. Guidance personnel and teachers work together in addressing the guidance and placement needs of students.

3. An advisory committee has been established and maintained that provides support, offers advice and reviews program activities.

4. There is a professional person at the district and building level who directs the overall administration and coordination of the guidance program.

11.1 B Structured, developmental experiences are presented systematically through both classroom and group activities in grades K-12.

* 1. A needs assessment has been carried out which identifies the student competencies to be addressed through the curriculum component, as well as other components of the comprehensive guidance program.

* 2. The guidance curriculum adequately addresses identified student needs/competencies in career planning/exploration, knowledge of self and others, and educational and vocational development.

* 3. The guidance curriculum and program is articulated through grade levels to ensure continuity of learning, extension of skills, knowledge and competencies.

11.1 C Assessment, advisement and placement activities are available at appropriate levels to all students to assist them to manage their personal, educational and career development decisions.

* 1. Individual student planning activities are provided to help students assess and interpret data and information related to their abilities, interests, skills and achievement.

* 2. Appropriate and effective activities are used to provide all students with job-seeking and job-retention skills.

3. Appropriate recruitment, orientation, selection criteria and assessments are used for admission into the area vocational school and for placement into occupational training programs.

4. Appropriate job development and placement activities are conducted.

11.1 D Counseling, consultation and referral activities are provided for students.

* 1. Consultation is provided to teachers, administration and parents relative to individual student's educational progress and personal and social concerns.

* 2. Counseling is provided on a small group and individual basis.

3. Guidance personnel use other professional resources of the school and community to refer students when appropriate.

11.1 E Management activities that support the total school program and maintain, enhance and evaluate the total guidance program are in place. Guidance personnel have access to resources of the type and in the quantity needed to implement the guidance and counseling program.

* 1. The guidance facilities, equipment and resource materials are appropriate and correlate with the goals of the program.

* 2. A procedure has been developed to assess the degree to which the program has been implemented K-12, the degree to which program objectives have been met and the impact the program is having on students and the school.

3. Guidance personnel participate in inservice programs and professional development activities to keep them up-to-date on professional practices, community resources and labor market information.

4. Systematic follow-up studies are conducted to determine the degree to which the district's educational program is meeting the needs of students and complies with federal and state regulations.

5. A guidance budget has been developed with input from the counselors and staff that reflects the guidance needs in the district.

PROFESSIONAL DEVELOPMENT

12.1 A Professional development programs are cooperatively developed by the school staff, administrators and school board members with assistance from a Professional Development Committee, as required by Section 168.400, RSMo.

* 1. A Professional Development Committee, elected by the staff, coordinates and directs professional development activities. Teachers are involved in the planning, implementation and evaluation of staff development programs.

* 2 There is a district plan for professional development to stimulate and encourage the professional growth of both new and experienced staff based on a needs assessment.

* 3. The plan includes clear provisions for providing special assistance and mentoring arrangements for beginning staff members for a two-year period.

12.1 B For the entire school staff (certificated and noncertificated), professional growth is a continuous process of refining skills and keeping current with new developments in the field of education.

* 1. The staff development program is related to the goals and objectives of the school district.

* 2. Staff development opportunities are available for all staff and supported financially to the extent necessary to enable participation. Policies exist for the reimbursement of expenses for professional development activities.

* 3. Time is provided to encourage staff members' participation in staff development activities.

* 4. The effectiveness of staff development programs is validated through improved teaching practices.

5. Staff members share information acquired through professional organizations and out-of-district staff development activities to promote interest and professional growth among all staff members.

6. Staff is encouraged to maintain membership and participate in professional organizations.

7. The staff is routinely provided information regarding valid research and current instructional practices.

8. Staff development programs incorporate knowledge of adult learning patterns and are relevant to actual responsibilities.

GOVERNANCE AND ADMINISTRATION

13.1 <u>District Philosophy and Goals</u> -The district has a written statement of the school district's educational philosophy, mission and goals which provides a framework for the district's curriculum and instruction, support services and management.

* 1. The written statement of philosophy and goals is part of board policies.

* 2. The district's philosophy and goals are consistently applied to district management decisions and reflected in the educational program.

* 3. Staff members, parents and community representatives are involved in appropriate ways in the development and revision of the goals of the district and the philosophy statement.

* 4. The philosophy, mission and goals statements are readily available to the public and staff.

* 5. The staff demonstrates knowledge and understanding of the district's philosophy, goals and mission.

* 6. Provisions are made for the periodic review and appropriate modification of the statement to reflect current conditions.

* 8. The characteristics and needs of the youth and adults of the district are reflected in the philosophy and goals.

13.2 <u>District Policies and Procedures</u>

13.2 A The district maintains a current set of policies and procedures adopted by the board which guides the day-to-day operation of the district.

* 1. The district has all necessary policies and procedures, including a drug prevention program as required by PL 101-226, which have been established as a condition for receiving federal funds for any program.

* 2. The administration provides a procedure for obtaining advice from staff members prior to recommending policy decisions which affect school programs, curriculum, operating procedures or employee welfare issues.

* 3. Policies are in place to address the functions and operation of the school district and to guide the staff in their decisions.

* 4. All policies are reviewed and revised periodically to address the current conditions within the district. Information is provided to staff, students, parents and community members on additions and revisions of school policy.

* 5. All policies and procedures are published and made available to the staff and public.

6. Policies are consistently interpreted and applied in all district attendance centers.

13.2 B The board of education exercises its governance authority through formal and collective decision making in open or closed meetings on the basis of formally adopted written policies and procedures.

* 1. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public review.

* 2. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent.

3. There is agreement between the way board members and administrators describe their roles.

13.3 Personnel

13.3 A The board of education, in accordance with statutory requirements and local employment policies and procedures, employs staff members to implement the educational programs and services of the district.

* 1. The duties and responsibilities of all staff members are clearly defined, including qualifications for the position. Job descriptions are developed by types of positions.

* 2. Administrative procedures are developed and implemented to attract and retain properly certificated/trained and competent staff.

* 3. Policies and procedures have been developed to ensure fair employment practices.

4. Affirmative action policies are implemented as appropriate.

5. Orientation to the district is provided to new employees to assist in adapting to their positions and to the district.

6. Teacher selection is a cooperative process involving the superintendent, principals and other staff as appropriate.

13.3 B The board has adopted and monitors a program of staff assessment which conforms to statutory and regulatory requirements.

* 1. Performance-based evaluation procedures have been developed for all professional staff. The staff is aware of the evaluation criteria, and the evaluation procedures focus upon specific job functions and performance improvement.

* 2. Evaluation procedures and instruments were developed with the involvement of the administration, staff and board.

* 3. The evaluation process has an overall positive effect on performance and instruction.

4. The evaluation procedure is understood, manageable and consistently applied throughout the district.

5. Performance-based evaluation procedures have been developed for support staff.

13.3 C The board has adopted and implemented a compensation plan (salary schedule/program) sufficient to attract and retain qualified and competent personnel.

* 1. The compensation plan recognizes teaching experience and allows for compensation for extra-duty activities and leadership responsibilities.

* 2. The compensation plan encourages faculty members to continue professional advancement through additional education and to remain in the district.

* 3. Staff turnover does not have a negative impact on the school program.

4. The compensation plan addresses noncertificated, as well as certificated, personnel.

5. The administrative staff, with involvement from the school staff, annually evaluates the district's compensation plan and discusses the plan with the board of education.

6. The board has adopted policies relating to personnel practices, including sick leave, retirement, personal business leave, substitute service, health, safety, leave of absence, grievances, etc.

7. Wellness programs, designed to improve teacher morale and productivity, are available for the staff; participation in these programs is encouraged.

13.3 D <u>Clerical Support</u> - Adequate clerical support is provided to relieve professional staff of clerical duties.

13.4 <u>Fiscal Responsibility and Accountability</u>

13.4 A The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

* 1. The board regularly reviews the fiscal condition of the district, studies the district's short- and long-term fiscal needs, and develops and executes plans for assuring the fiscal viability of the district.

* 2 The superintendent, with appropriate input from staff, prepares an annual budget as required by law.

3. Building administrators develop a budget for their sites, utilizing the input of the staff and needs within the building.

13.4 B The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

* 1. Management of the financial resources promotes the accomplishment of the district's educational priorities and goals.

* 2. All financial and audit reports are prepared and submitted accurately and in a timely manner to appropriate agencies and authorities.

* 3. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability to the district.

* 4. The accounting and management systems of the district are maintained and audited in conformity with state and federal requirements. Annual professional audits are made of all funds.

* 5. The accounting system provides a complete and systematic record of all funds received and expended.

* 6. Internal procedures are developed for purchasing and inventorying supplies, materials and equipment.

7. The superintendent is responsible for the expenditure of all funds in accordance with the budget (with school board authorization) and for the accounting for all funds.

8. Employees responsible for handling funds and accounts are bonded.

13.5 Public Information and Involvement

13.5 A The administration recommends and the board appoints committees, including those required by state or federal regulation, to study specific issues and problems, or to provide advice and counsel to the board, and to facilitate communication between the board and its constituents as needed.

* 1. Required committees and councils are meeting and functioning within their stated mandates.

2. Advisory committees are recommended by the staff, approved by the superintendent and appointed by the board to assist in the activities of various school programs as needed.

3. Students and teachers indicate that the school provides opportunities for appropriate student input/involvement in decisionmaking.

4. Procedures for parent and community involvement in school activities are clearly communicated and consistently used.

5. There is a planned program to utilize community resources in the instructional/learning program of the school and to cooperate with other social and educational agencies in order to promote the welfare of the community and its youth.

6. Volunteers from the community are used in the schools.

13.5 B The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

* 1. The district makes systematic efforts to explain its aspirations, policies, procedures, needs and status to the community.

2. The district maintains open communications with local media editors and reporters.

3. Opportunities are provided for individual parents, groups of parents, and other members of the school community to express their desires, identify their concerns, ask questions and make suggestions regarding the schools and their programs.

4. Staff members participate in local community organizations and activities, thereby enhancing the image of education in the community.

5. One person in the school district has been given the responsibility for coordinating and directing the public information program.

6. Effective public relations programs, designed to foster positive community attitudes toward education, are developed and implemented.

13.6 <u>Districtwide Evaluation</u> - There is a districtwide plan which coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services and which designates responsible persons and time frames.

* 1. At least annually, the board reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that the programs efficiently achieve their goals.

* 2. Information from a variety of sources is utilized to determine the extent to which the district's goals and objectives are being achieved.

* 3. This plan coordinates the evaluation of all programs and services into a master plan. The overall design recognizes the goals, objectives and evaluation procedures of the individual programs.

4. Staff members can identify who is accountable for each district program.

5. This plan is reviewed at least annually and adopted by the board of education and is available for review by the public at large.

6. The evaluation of program effectiveness guides staff and resource allocations.

FACILITIES AND SAFETY

14.1 Facilities - Facilities are attractive, healthful, adequate, accessible and appropriate to house the educational programs of the district.

* 1. All programs and services in the district are housed in appropriate facilities.

* 2. Routine maintenance and renovation services are carried out expeditiously.

* 3. All programs and facilities are accessible for all populations including those with physically disabling conditions, and meet the Americans with Disabilities Act standards.

4. Procedures are in place to monitor the cost effectiveness of the facilities operation on a regular basis.

5. The lighting, heating and ventilation systems are adequate.

14.2 Custodial Maintenance Support - Adequate maintenance personnel are provided to maintain all educational facilities in a clean, safe, orderly state.

14.3 Facility Plans - The board has a written long-range plan for the maintenance and/or renovation of facilities and for construction of new facilities to meet the educational needs of the district.

* 1. The renovation and/or replacement of facilities is systematically planned.

* 2. The board monitors the sociological/economic aspects of the community and anticipates their impact on the educational facilities.

14.4 Safety - The district provides a safe physical environment for students.

* 1. The board has designated a safety coordinator who is responsible for monitoring all aspects of safety.

* 2. Facilities, grounds and equipment are periodically inspected for potential safety hazards, and corrections are made promptly. Regular inspections for fire safety by fire or police inspectors are conducted. All legal requirements for fire safety are observed.

* 3. All buildings meet local and/or state public safety requirements.

* 4. All safety and emergency devices are in place on equipment, instructional apparatus and facilities.

* 5. Staff members and students are trained in the safe and appropriate use of all safety and emergency devices.

* 6. The district has developed and implemented emergency procedures and corducts drills cooperatively with local emergency agencies.

* 7. A reporting system for accidents is maintained.

SUPPORT SERVICES

15.1 School Health Services - The district has developed a plan and implemented a program for school health services which includes goals and objectives, service activities and an evaluation design.

* 1. The district has a written plan with goals and objectives for all areas of comprehensive health which is evaluated at least annually and modified as necessary to better meet the needs of staff and students and to more efficiently and effectively achieve its goals..

* 2. The school health services program includes specific provisions for complying with all board policies, statutes and regulations regarding contagious and infectious diseases, immunization of school children, reporting of outbreaks of contagious and infectious diseases and child abuse reporting.

* 3. The school health services program establishes procedures for first aid and emergency care and maintains records and reports of students served.

* 4. The school health services program includes comprehensive screening to assess and evaluate the health and developmental status of students as these relate to education.

* 5. Cumulative health records, including immunizations as required by statute, are maintained and regularly updated for all students. Confidentiality of health records is protected by district policy.

* 6. The health services program includes follow-up, counseling and referral services for students with identified health problems and continuous monitoring of students with chronic physical or emotional conditions and medical needs which affect their educational progress. Direct communication to professional medical assistance is readily available.

* 7. The health services plan is developed and implemented under the direction of a registered professional nurse (or a licensed practical nurse who works under the supervision of a registered nurse or licensed physician) who is employed either by the district or by a public health service agency.

* 8. The school district provides facilities in which to deliver school health services, provide basic first aid and temporarily house ill students.

* 9. Professional school health personnel provide instructional support and inservice training to teaching staff in the areas of comprehensive health and assist in the development and implementation of the health education curriculum.

10. School health professionals participate in developing and evaluating Individual Education Plans (IEPs) for students with special health care needs.

11. Emergency medical information for all personnel and students is maintained and readily available.

15.2 Nutrition Services - A school food program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal Child Nutrition Program regulations and guidelines.

* 1. The district's nutrition services are based on a written plan which includes specific goals, objectives and assessment procedures which is implemented, monitored, assessed and revised regularly based on local needs.

* 2. A copy of the approved application/agreement is on file in the district.

* 3. Current free and reduced-price meal eligibility criteria and policy implementation procedures are used in each school.

* 4. The anonymity of children receiving free or reduced-price meals is protected.

* 5. Nutrition services are directed by an individual with training and/or successful experience in food selection and preparation, as well as nutrition science.

* 6. Breakfast programs funded by the U.S. Department of Agriculture (USDA) have been considered in all schools and implemented in those where statutorily required.

* 7. A safe and sanitary food preparation environment is maintained.

8. The food provided through the Child Nutrition Programs meets students' nutritional needs, helps reinforce healthy eating habits and integrates nutrition education into the total educational setting.

9. The Child Nutrition Programs are monitored through an effective management system to ensure accurate meal claiming and financial accountability.

15.3 Transportation - Safe, efficient and consistent transportation to and from school is provided in compliance with Missouri statutes, regulations and local board policy.

* 1. The district complies with all regulations and laws related to school bus operation.

* 2. Drivers meet state qualifications and are given safety instruction in school bus operation and student management.

* 3. School bus service receives constant supervision and direction. A transportation director is designated by the board of education. A written discipline policy has been established.

* 4. School administrators, parents, students and bus drivers cooperate to ensure safety and proper discipline.

* 5. Student loading and unloading zones are periodically reviewed for safety concerns.

* 6. Reports are submitted to Department of Elementary and Secondary Education as required by law or regulation (route approval, state aid reports, accident reports).

* 7. All contracts for transportation are in writing, dated and properly signed. If transportation is contracted, the district ensures that the contract adheres to all applicable requirements.

PERFORMANCE STANDARDS

ACHIEVEMENT

16.1 <u>General Academic Achievement</u> - The district uses Department of Elementary and Secondary Education approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.

* 1. The percentage of MMAT-tested key skills mastered by the median student increases or is maintained at a high level. (Students' scores on Department-approved achievement tests, other than the MMAT, increase or are maintained at a high level.)

* 2. The percentage of students scoring in the two highest quintiles on the MMAT increases or is maintained at a high level, while the percentage of students scoring in the two lowest quintiles decreases or is maintained at a low level. (Disaggregated data from other standardized tests show improvement by subgroups of learners.)

3. Disaggregated achievement data show comparable improvement or levels of achievement among various ethnic and/or socioeconomic groups.

4. The percentage of students who attain the graduation outcomes that have been identified by the district increases or is maintained at a high level.

5. The percentage of students who master 80 percent or more of the district's IMS objectives increases or is maintained at a high level.

6. The percentage of students who demonstrate competence on a writing assessment increases or is maintained at a high level.

16.2 <u>College Preparation</u> - The percentage of juniors and seniors demonstrating adequate preparation for college increases or is maintained at a high level.

* 1. The percentage of seniors scoring at or above the national average on the ACT (American College Testing Program) or SAT (Scholastic Aptitude Test) increases or is maintained at a high level.

* 2. The district demonstrates improvement or an acceptable level of performance on one or more of the following optional performance indicators related to preparation for college:

a. The percentage of graduates who earn a State College Preparatory Studies Certificate;

b. The percentage of students in grades 9-12 who earn college credit while in high school or who achieve a score of three or higher on an Advanced Placement test, and/or the average amount of college credit earned in high school by graduates;

c. The percentage of district graduates whose scores on a College Level Examination Program (CLEP) test allow them to receive college credit;

d. Performance on other indicators that are related to this standard, that have been clearly defined by the district, and that have been approved by the Supervision Section of the Department of Elementary and Secondary Education.

16.3 Preparation for Employment - The percentage of students who complete vocational education programs approved by the Department of Elementary and Secondary Education and who are placed in occupations relating to their training increases or is maintained at a high level.

* 1. The percentage of district graduates who complete vocational education programs approved by the Department of Elementary and Secondary Education increases or is maintained at a high level.

* 2. The percentage of students completing vocational education programs approved by the Department of Elementary and Secondary Education who are placed in occupations relating to their training or continue their education in a related area increases or is maintained at a high level.

3. Performance on other indicators that are related to this standard, that have been clearly defined by the district, and that have been approved by the Supervision Section of the Department of Elementary and Secondary Education.

EDUCATIONAL PERSISTENCE

17.1 Educational Persistence - The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

* 1. The district monitors its drop-out rate, identifies the underlying causes and implements strategies to increase the percentage of students who complete their education, or to maintain this percentage at a high rate.

* 2. The percentage of district dropouts who, within five years of the date they drop out, return to complete a high school diploma or equivalency certificate, increases or is maintained at a high level.

* 3. The percentage of the district's students who are in regular daily attendance increases or is maintained at a high level.

POST-HIGH STATUS

18.1 Post-High Status - The district conducts thorough follow-up studies to determine graduate involvement and performance following graduation. The results of follow-up studies are used to evaluate and improve the educational programs and instruction provided in the district

* 1. The district conducts thorough follow-up studies to monitor the success and status of graduates and the satisfaction of area employers. At a minimum, studies should provide information about students the first and fifth year following graduation. The results of follow-up studies are used to evaluate and improve the educational programs and instruction provided in the district.

2. The percentage of district graduates who within five years of graduation, complete a post secondary certificate or degree, increases or is maintained at a high level.

3. The percentages of students engaged in full-time employment following graduation increases or is maintained at a high level.

PLANS FOR IMPROVEMENT OF STUDENT PERFORMANCE

19.1 <u>Plans for Improvement of Student Achievement</u> - The district has identified at least two (2) student performance areas, set performance goals, developed comprehensive plans which would facilitate improvement in student performance and identified appropriate measures of improved student performance. (Previous performance in these areas will not affect the determination of the district's classification.)

Examples might include:

1. Improvement plans address areas the district has chosen to target for improvement related to achievement, educational persistence or identified as a result of follow-up information.

2. Subgroups of students have been identified and plans developed to improve performance in identified areas.

3. The percentage of students in grades 9-12 who successfully complete a program of community service approved by the local board of education steadily increases.

4. Students' self-confidence, positive attitudes, respect for others and understanding of social responsibility improve.

5. The numbers and percentages of students suspended at each grade level (in-school and out-of-school) decreases.

6. The percentage of students who demonstrate competence on a writing assessment increases.

7. Other

ALTERNATIVE PERFORMANCE STANDARDS FOR K-8 DISTRICTS

ACHIEVEMENT

16.1 **General Academic Achievement - The district uses Department of Elementary and Secondary Education approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.**

* 1. The percentage of MMAT-tested key skills mastered by the median student increases or is maintained at a high level. (Students' scores on Department-approved achievement tests, other than the MMAT, increase or are maintained at a high level.)

* 2. The percentage of students scoring in the two highest quintiles on the MMAT increases or is maintained at a high level, while the percentage of students scoring in the two lowest quintiles decreases or is maintained at a low level.

3. Disaggregated achievement data show comparable improvement or levels of achievement among various ethnic and/or socioeconomic groups.

4. The percentage of students who master 80 percent or more of the district's IMS objectives increases or is maintained at a high level.

16.2 **Writing Assessment - The percentage of students who demonstrate competence on a writing assessment increases or is maintained at a high level.**

EDUCATIONAL PERSISTENCE

17.1 **Educational Persistence - The district cooperates with high school district(s) to monitor the drop-out rates of its students, identifies the underlying causes and implements strategies to increase the percentage of students who complete their education, or to maintain this percentage at a high rate.**

* 1. The percentage of students dropping out of school in grades 7 and 8 decreases or is maintained at a low level.

* 2. Students from the elementary district complete their education by graduating from high school.

* 3. The percentage of the district's students who are in regular daily attendance increases or is maintained at a high level.

POST-ELEMENTARY SCHOOL STATUS

18.1 <u>Post-Elementary School Status</u> - Elementary districts conduct follow-up studies of students to determine the degree to which they succeed in high school.

* 1. The percentage of students from the elementary district who are listed on the honor roll in the ninth and tenth grade is comparable to that of students from the high school district.

* 2. The average grade point of ninth and tenth grade students from the elementary is comparable to that of the high school district.

* 3. The results of follow-up studies are used to evaluate and improve the educational programs and instruction provided in the district.

* 4. Elementary districts cooperate in the post high school follow-up studies of their students with the districts from which the students graduate.

PLANS FOR IMPROVEMENT OF STUDENT PERFORMANCE

19.1 <u>Plans for Improvement of Student Achievement</u> - The district has identified at least two (2) student performance areas, set performance goals, developed comprehensive plans which would facilitate improvement in student performance and identified appropriate measures of improved student performance. (Previous performance in these areas will not affect the determination of the district's classification.)

Examples might include:

1. Improvement plans address areas the district has chosen to target for improvement related to achievement, educational persistence or identified as a result of follow-up information.

2. Subgroups of students have been identified and plans developed to improve performance in identified areas.

3. Students' self-confidence, positive attitudes, respect for others and understanding of social responsibility improve.

4. The numbers and percentages of students suspended at each grade level (in- and out-of-school) decreases.

5. Other

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